


**Leadership in
Child Welfare**
Supervisor Core - Module 2



Training Requirements

- ▶ Participants can miss no more than 15 minutes during the *entire workshop*, not per day.
- ▶ If you miss more than 15 minutes, you will be unable to receive credit for attending the workshop



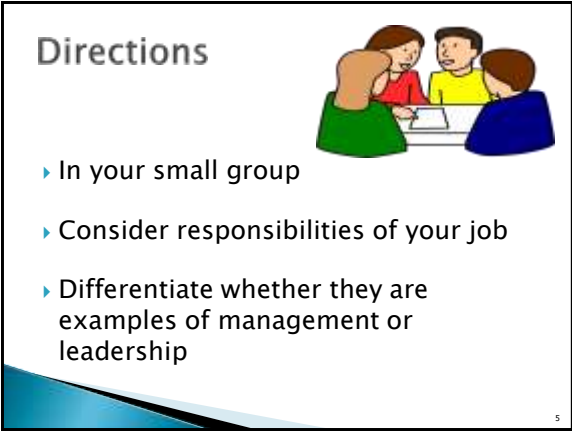
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QR Codes



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“The manager’s job is to plan, organize and coordinate.”



The leader’s job is to inspire and motivate.”

(Alan Murray, 2010)

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Managers	Leaders
Administer	Innovate
Maintain	Develop
Rely on control	Inspire Trust
Have a short-range view	Have a long-range perspective

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Managers	Leaders
Ask how / when	Ask what / why
Imitate	Originate
Accept the status quo	Challenge the status quo


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“Managers accept the status quo; leaders challenge it.”
(Mech and McCabe 1998)

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“Management is a bottom-line focus: [in other words] how can I best accomplish certain things?”



Leadership deals with the top line: what are the things I want to accomplish?”
(Covey, S. 1989)

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“Leadership complements management: it doesn’t replace it.”
(Kotter, 1998)




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Directions

In your small group, describe leaders you have known and admired.


- What were some of the qualities those leaders possessed that caused you to admire them?



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"TRUTHS"

- ▶ Everyone has the capacity to be a leader.
- ▶ Anyone can be a leader regardless of their position.




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Leadership "TRUTHS"

When it comes to leadership, you can't lead others - effectively - until you know how to lead yourself.

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"TRUTHS"




- ▶ Leadership is earned.
- ▶ No one is born a leader; it takes work.

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"TRUTHS"

"He, who thinks he leads, but has no followers, is only taking a walk."



(Maxwell, 1998)

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Universally Accepted as **TRUE**

A person must earn the respect of others before being considered a real leader.


A person without others willing to follow is not a leader.

(Maxwell, 1998)

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Individual Activity

- ▶ Think about the skills and natural leadership abilities you have right now.
- ▶ Complete the Leadership Self-Assessment.



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Two Types of Leadership



- ▶ Transactional
- ▶ Transformational

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Other Types of Leadership

- Autocratic
- Laissez-Faire
- Democratic/Participative
- Charismatic
- Servant



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Transactional Leadership - 1



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Transactional Leadership - 2



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Transactional Leaders - 3



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Being a Transactional Leader Takes

- Persistence
- Toughmindedness
- Hard work
- Intelligence
- Analytical ability
- Tolerance
- Goodwill



(Zalenik, Harvard Business Review, 1998)

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Famous Transactionalists



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Transformational Leadership



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Transformational Leaders



INSPIRATION

INTEGRITY

Courage

HUMILITY

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Transformational Leaders



The Common Good

create change

care

ENCOURAGE

EMPOWER

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Famous Transformationalists



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Closely aligned with management, transactional leadership involves a process that may result in people's compliance with the leader, **"but it is not likely to generate enthusiasm and commitment to task objectives."** (Yukl 2002) **It is the "basic, daily stuff...the pursuit of change in measured doses."**

(Burns 2003)

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Transactional Leaders

Answer the question:
"How do we get there?"



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In Child Welfare - 1

Transactional leaders:

- ▶ Focus on internal operations of their unit
- ▶ Oversee day-to-day activities
 - Create plans, timelines
 - Enforce time frames
 - Design staff roles, responsibilities
 - Problem-solve for unit

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In Child Welfare – 2

Transactional leaders:

- Keep unit in order and running smoothly
- Manage various activities and projects
- Evaluate
- Develop policies and procedures
- Ensure compliance with rules and policies

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In Child Welfare – 3

Transactional Leaders:

- Provide day-to-day clarification of mission-critical performance expectations
- Organize, teach, monitor progress, and take care of details
- Set unit and individual performance goals
- Monitor individual and unit performance

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In Child Welfare – 1

Transformational Leaders:

- Look for potential opportunities
- Inspire staff
- Develop fresh approaches to long-standing problems and open issues to new options
- Provide direction for their staff by creating a vision for the unit

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In Child Welfare – 2

Transformational Leaders:

- Align work of the unit with agency mission
- Show staff how unit’s work is consistent with agency’s goals
- Build staff commitment to goals that define meaningful success

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Transformational Leaders – 3

Address the question:

“Where are we going?”



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In Child Welfare

Transformational Leaders



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In Child Welfare

Transformational Leaders

“**DISCOVER** the best of what is; **DREAM** of what might be; **DESIGN** what should be; and create a **DESTINY** on what will be.”

(Kinni, 2003)

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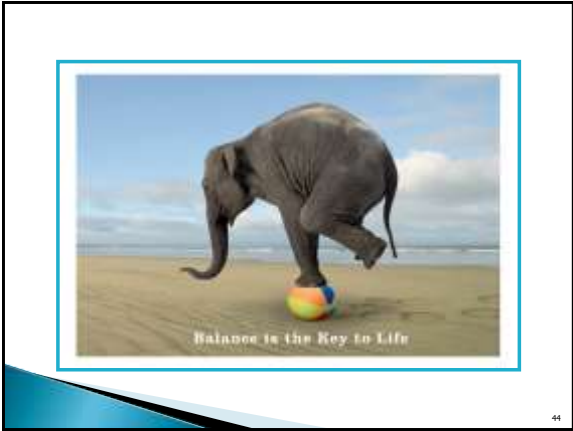
Leaders must be able to "view patterns in the environment as if they were on a balcony. It does them no good to be swept up in the field of action" and miss important, unfolding patterns of change.

(Heifetz, 1994)

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Group #1 - Create an activity with the ball that clearly demonstrates TRANSFORMATIONAL LEADERSHIP.



Group #2 - Create an activity with the ball which clearly demonstrates TRANSACTIONAL LEADERSHIP.



Initiative	Transactional	Transformational
CAPMIS	Addressing the "nuts and bolts"	Strengthening Safety, Permanency, and Well-Being as an overarching mission
Differential Response	Case Assignments	Promoting the philosophy
Permanency Round-Tables	Logistics	Mindset: Collaborative Practice

2 Types of Leadership Power

1. Formal Power
2. Informal Power

Formal Power - 4 Types

1. **Legitimate Power**
Example: Supervisors have legitimate power over their staff. Directors have legitimate power over entire agencies.
2. **Reward Power**
Example: Supervisors who provide staff recognition for work well done.

Formal Power - 4 Types

3. **Coercive Power**
Example: A supervisor who threatens reprimands if certain tasks are not completed on time.
4. **Informational Power**
Example: A supervisor who, after attending a conference, returns to the agency and informs administrative staff of changes that will affect the system (laws, policies, etc.)

Informal Power - 2 Types

- 1. Referent Power**
Example: A supervisor who makes everyone feel comfortable in his/her presence; who values having relationships with staff
- 2. Expert Power**
Example: A supervisor with extensive knowledge, training and skill in Differential Response is one with expert power

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Influence

- ▶ Charisma
- ▶ Personal magnetism
- ▶ Confident
- ▶ Assertive
- ▶ Have "presence"



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Influence - 2 Types

- 1. Personal**
Use their relationship with staff to motivate them to comply with their directives
Believe that the better they treat staff, the better they can achieve what they want to achieve
- 2. Positional**
Rely on their title and level of authority

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Building Personal Influence

- ▶ Develop a Good Work Ethic
- ▶ Value Congruence
- ▶ Be "In the Know"
- ▶ Demonstrate Initiative
- ▶ Increase Visibility
- ▶ Stay Relevant




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Small Group Activity

Problem-solve this situation:


A staff member in your unit is trying to undermine your leadership efforts. You know this because a reliable staff person shared this with you out of concern.



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Analyze

1. What do you know to be true?
2. What do you not know?
3. What are 3 ways you could respond with a type of power or influence, and the pros and cons of each.
4. What would be your final plan?



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**"Power lasts 10 years,
influence not more
than a hundred."**

Korean Proverb

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MANAGING from the Middle

- Communicates the administration's policies, procedures and expectations to staff
- Represents staff issues to administration

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LEADING from the Middle

- ▶ Perhaps the most powerful and least recognized form of leadership
- ▶ Brings out the best in others
- ▶ Is not a function of the position someone holds



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LEADING from the Middle

- Showing someone his or her best self
- Creating a favorable environment in which others can be their best selves
- It is the power of all those “best selves” working together that makes a quiet force for change.

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LEADING from the Middle

- Engages staff to actively participate in the efforts that result from taking the balcony view
- Supports and encourages staff in asserting their own leadership roles



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9 Leadership Principles

1. Manage debates
2. Listen to understand
3. Develop flexible teams
4. Provide freedom with accountability
5. Think and do creatively
6. Learn continuously
7. Get in the middle of the action
8. Lead with genuineness
9. Be the heart of it



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Activity

1. Think of a current issue regarding an initiative in your unit.
2. In your small groups, how could you use one or more of the 9 Leadership Principles to address the issue.
3. Share at least one of your ideas with the large group.

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Employee Engagement Levels

Three types exist:

1. Engaged
2. Disengaged
3. Actively Disengaged



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Engaged staff

- Enthusiastic; high energy
- Motivated
- Committed
- Consistently high achievers



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Disengaged Staff

- Show little passion or creativity for their jobs
- Never volunteer for extra work or projects
- Do little beyond the minimal effort
- “Go through the motions”

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Actively Disengaged Staff

- The most damaging staff in the workplace
- Unhappy and express that unhappiness in words, attitudes and actions
- Affect the performance of their co-workers and overall operational performance



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Study Results

Corporate Leadership Council study of over 50,000 people say engaged staff are:

- ▶ 31% more productive
- ▶ Three times more creative
- ▶ 87% less likely to quit than their less engaged colleagues

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Gallup Research

- o 70 percent of a staff person's motivation is influenced by his or her supervisor
- o Staff supervised by highly engaged supervisors – 59% more likely to be engaged than those supervised by actively disengaged supervisors.

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Gallup Research 2

- "The lack of engagement among front-line supervisors could be wreaking havoc on engagement among front-line staff."
- Staff don't leave jobs; they leave supervisors.



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12 Elements of Engagement

1. I know what is expected of me at work.
2. I have the materials and equipment I need to do my work right.
3. At work, I have the opportunity to do what I do best every day.
4. In the last seven days, I have received recognition or praise for doing good work.

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12 Elements of Engagement

- 5. My supervisor, or someone at work, seems to care about me as a person.
- 6. There is someone at work who encourages my development.
- 7. At work, my opinions seem to count
- 8. The mission or purpose of my [agency] makes me feel my job is important.

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12 Elements of Engagement

- 9. My associates or fellow staff are committed to doing quality work.
- 10. I have a best friend at work.
- 11. In the last six months, someone at work has talked to me about my progress.
- 12. This last year, I have had opportunities at work to learn and grow.


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“Engagement can only really be improved when leaders and managers focus on these elements and approach them in ways that create stronger agreement with the elements.”

(Gallup, 2017)

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Additional Strategies



- Define and discuss both the explicit and implicit expectations for the employee's role and the team
- Paint a picture of outstanding performance
- Ask for and listen to your staff's needs

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Additional Strategies

- Build a environment where there is ongoing dialogue, awareness and recognition of strengths
- Talk to each person about the unique value s/he provides to the unit
- Make regular adjustments to align work, when possible, with staff's strengths
- Create feedback loops so staff feel involved in decision-making processes

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How Can Supervisors...

As Transformational Leaders, best work with:

1. Engaged Staff?
2. Disengaged Staff?
3. Actively Disengaged Staff?



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Systems Theory

- A whole made up of individual parts
- The interrelatedness of the individual parts
- The interactions/relationships between individual parts

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Systems Thinking

In **transactional leadership** – supervisors have new staff oriented in other program areas within the agency so they can learn how the different functions are interdependent, etc.

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Systems Thinking

In **transformational leadership** – supervisors look at agency issues from a systemic viewpoint, “from the balcony.” *How do different units in the agency function together?*



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Scenario 1


The executive director announces s/he has volunteered the agency to pilot a new child welfare initiative. You, the supervisor, and your staff are hearing this together for the first time.



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Scenario 2


After the initial announcement you attend an administrative meeting and learn that this new initiative will not be as difficult as first thought. You present this information at your next unit meeting.



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Scenario 3

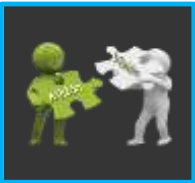
It's now been five months since your unit began implementing this new initiative. All the "bugs" have been worked out and everything is running smoothly.



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Vision and Mission

A shared vision and mission can inspire staff to look beyond what is wrong and encourage them to work toward successes and continued improvement in the work of the agency and unit.



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Vision and Mission



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Vision



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Small Group Activity

Children Families Community




Write down phrases that represents your hopes for each group.

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Small Group Activity

Come up with a single statement that captures the essence of your hopes: your vision for children, families, and the community.



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Fit, Clarity, Commitment



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Mission Describes

- How the unit serves its clients
- What the unit does (the client objectives it's supporting)
- How the unit does it (methods and technologies used to support the achievement of objectives).

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Mission Statement Format

- **We...** (Use action verb, e.g., *support, help, empower, assist, collaborate*) Who? (Core clients/customers?)
- **To achieve...**What? (The outcomes you hope they achieve as a result of unit services or support)
- **We accomplish this by...** How? (Methods you use to support their success in achieving identified outcomes)

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Ask Yourself


What am I doing now to promote the mission of my unit?



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Individual Activity

1. Develop a personal leadership philosophy, following the outline example in the Journal.
2. Develop an individual plan to grow as a leader.



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Visit www.ocwtp.com for additional supervisor resources.

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